



# POSITIVE RELATIONSHIPS FOR LEARNING AT SHS

Please click on any links in **bold and underlined** which provide further information for parents and carers.

## Our **NEW SHS Values**

In January 2024, following consultation with pupils, parents and staff, we launched our new SHS Values -

**COMPASSION**

**COURAGE**

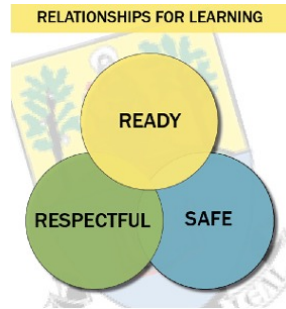
**INTEGRITY**

## **SBC - Nurture**

Scottish Borders Council has established **Nurturing Approaches** Guidelines for all schools. School staff are trained in these approaches and there are dedicated Nurture Bases in schools

## **SBC - Respectful Relationships and Anti-Bullying Policy**

SBC and Selkirk High School take any bullying behaviour seriously. SBC has produced a **Parent Information Leaflet** to inform parents and carers about our **Respectful Relationships and Anti-Bullying Policy**. Reports of bullying behaviour are always investigated and are often complex and staff work hard to resolve issues as quickly as possible.



## Selkirk High School...

is an inclusive and nurturing school in which staff prioritise positive relationships for learning. All staff have a collective responsibility to include and support the development of pupils in all respects.

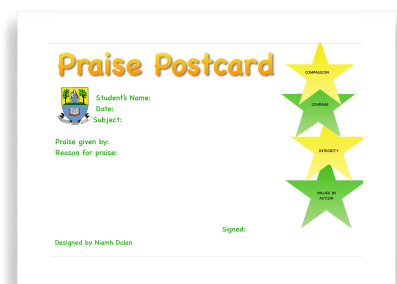
### *Core Routines and Expectations*

We aim to have a consistent approach and high expectations. All pupils are expected to be **READY, RESPECTFUL and SAFE**. Our ten minute RTL (Ready to Learn) classes every morning and regular assemblies are used to remind pupils of what this means. Our new Values of Compassion, Courage and Integrity underpin all that we do and expect of our pupils.

### *Celebrating Success*

We recognise and celebrate success by -

- ✦ Positive phone calls home
- ✦ House Points
- ✦ Praise Postcards
- ✦ Pupil of the Month
- ✦ Pupil Achievement Journeys
- ✦ Award and Prize Giving Events
- ✦ Weekly school news shared with parents



***If your child has achieved something to celebrate outwith school, please email the school office to let us know and we can celebrate this with them - [selkirkhs@scotborders.gov.uk](mailto:selkirkhs@scotborders.gov.uk)***

## Getting It Right For Every Child - GIRFEC

**GIRFEC** is the national approach intended to make sure that all the people who support your child work together seamlessly to give you and your child the right help at the right time.

### Mobile Phones

There is a growing body of evidence around the issues that are caused by mobile phone use and the impact they have on young people's ability to focus on tasks. We also see in school the negative impact that they have on young people's mental health and a significant amount of time is spent dealing with the negative impact of social media use outside of school. SHS has a **Mobile Phone Policy** in place to support appropriate use of mobile phones.

### Vaping

The Scottish Government are deeply concerned about the increase in young people using vapes.

SBC are currently updating their Policy for Managing Substance Use In Schools to include policy on vaping. At SHS the dangers of vaping are addressed in PSE and any individuals found vaping in school or on school grounds will take part in Health and Well-being Education Sessions at lunchtime. Pupils will create a presentation to share with PT Pastoral/SLT who will decide if further interventions are required (e.g. supervised social times or access to a healthcare professional). Pupils who continue to vape will be invited, with their families, to a meeting to avoid exclusion and to explore other supports which will help them to make healthier choices. We are delighted at a significant reduction in vaping at SHS recently.

## Learning and Teaching - GIRFEC

At SHS we understand that all pupils are individuals and have their own individual background, experience and way of learning. We work very hard to get the learning and teaching right for every child in the classroom. The Pupil Support Faculty work closely with many families and pupils to get things right when there is a challenge. This means that we have a diversity of timetables for pupils which include supports and learning activities both within school and from external providers and services. This ranges from short term inputs from the Army, Welding, Gold and Gray Football and many others to longer term projects such as those supported by our Community Mentors or **The Harris Trust**. The support of The Harris Trust has allowed pupils to gain Forest Schools qualifications as well as the opportunity to complete blocks of timetabled classes in song writing and music and the music industry for example.

Getting  
It  
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### The Nurture Base

The Nurture Base is an important and well used space in the school. If a pupil is in need of some extra support or for a quiet space to complete an assessment or to go to at break or lunchtime, the Nurture Base provides a supported and calm space for them to be.



## Other important supports

We recognise that pupil behaviour is linked to many aspects of a young person's life including their own emotional and mental health and wellbeing. As well as work done through the PSE programme (Personal and Social Education led by Pastoral staff) we also work closely with Quarriers and signpost other supports such as online platforms **Kooth** and **Togetherall**.



## Pupils not in class/late to class

We know that pupils are SAFE when they are in the classroom or learning space that they are supposed to be in. Pupils who are not in their timetabled learning space cause disruption to others' learning as well as their own. If a pupil is in school but not in their timetabled class, parents will be contacted. Pupils who are frequently late to classes will take part in a Fresh Start lunchtime with SLT to make up for lost learning time.

We encourage pupils to use the toilets during break and lunchtime so that their learning time is not disrupted. If a pupil does need to use the toilet during class time, their teacher will give them a SAFE card so we know that they have permission to be out of class.



## SBC Mental Health and Wellbeing Pathways

SBC has established an **'Emotional and Mental Health and Wellbeing Pathway from 3-18 years in Scottish Borders Schools'**.

## Proportionate Consequences - dealing with disruptive behaviour

Sometimes, young people find self-regulation a challenge. This could be due to things that are happening that are beyond their control. As an inclusive and nurturing school, we try to understand these challenges and support where necessary. However, there are proportionate consequences for poor behaviour. This includes -

- Ready To Learn (RTL) - time out of class. Pupils are asked to consider **Fresh Start Card** questions before returning to class.
- Phone call home to discuss behaviour.
- Fresh Start Conversation at lunchtime. This helps to 'Close the Loop' following disruptive behaviour and allows for a discussion with the pupil about next steps. In the first instance, this happens with the classroom teacher. If necessary, this is escalated to the PT of the Faculty or to SLT.
- Restorative Mornings - for more serious concerns, a pupil may be required to complete work outside of their timetabled classes for a morning. This might include some work on setting behaviour targets and on self-regulation or it might involve the pupil working on a presentation about the dangers of vaping or the impact of hate crimes if these have been the areas of concern. Following this, the pupil will have a meeting with a member of SLT to discuss their work and/or present their presentation before they can return to classes in the afternoon.
- Monitor Cards - some pupils may be placed on a monitoring card with set targets. These cards completed by class teachers and shared with their PT Pastoral SLT and home every day.
- Meetings with parents to discuss next steps.
- We also work very closely with PC Ryan Stewart who is our School Link Officer. He will visit the school to speak to pupils if they have been involved in a more serious incident.
- In some circumstance, a pupil may be excluded although this is a last resort and used particularly when time is required to plan for the safety of all.
- Staff seek to be relentlessly positive and consistent - our **Staff Core Routines Memo** details how we develop this approach.

## We welcome your feedback

Please get in touch if you would like to raise any queries or concerns -

**Mr Jamie Bryson** (HT)

**Miss Vicki Blair** (DHT - Senior Phase)

**Mr Andy Foggin** (DHT - S2 & S3)

**Mrs Laura Thomson** (DHT - S1)

**Mrs Susan Crooks** (PT Pastoral - Tweed House)

**Mr Chris Dolan** (PT Pastoral - Ettrick House)

**Mrs Rachel Fagan** (PT Pastoral - Yarrow House)



## How can parents and carers help?

At SHS we work closely with our parents to support positive relationships and behaviour in school that leads to higher achievement and attainment for our young people.

You can help by -

- ✦ Please speak to your child about school and let us know if you have any concerns as soon as anything arises.
- ✦ Contact the school office to let us know if your child will be late or absent from school. Attendance matters! Please have a look at our **Attendance Procedures at SHS**.
- ✦ Please support us with our **Mobile Phone Policy**. We understand that some pupils may at times require a phone to contact parents outwith the school day and in this case phones should be switched off and in school bags or handed into the school office in the morning for collection at the end of the day. The school office can phone home for a pupil in an emergency if required.
- ✦ Please make sure that your child is in full school uniform. This helps pupils feel Ready To Learn, gives the pupils a sense of belonging and helps to reduce any perceived inequities. You can apply for **School Clothing Grants** through the SBC website and the school can also provide items of uniform. Please contact Brandon Murray (Youth Worker) if you need anything - **gw21murraybrandon@glow.sch.uk**
- ✦ Support your child to come to school Ready To Learn with a school bag and a charged iPad along with anything else they may need that day such as PE kit. Please contact Brandon Murray (Youth Worker) if you need any of these items - **gw21murraybrandon@glow.sch.uk**

**Please read our**

**RTL Checklist for Parents for further information.**

